DOCUMENT RESUME

ED 120 461 CE 006 757

AUTHOR Memory, David; And Others
TITLE Helping Adult Literacy Students to Get and Keep a Job: A Functional Content Unit.
INSTITUTION Georgia Univ., Athens. Regional Adult Literacy Service Unit.
PUB DATE 75
NOTE 37p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758
AVAILABLE FROM Dr. Robert Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($2.00)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Adult Literacy; *Adult Reading Programs; *Employment Interviews; Employment Opportunities; *Job Application; Learning Activities; Lesson Plans; *Reading Instruction; Tutorial Programs; *Tutoring; Unit Plan; Vocational Adjustment
IDENTIFIERS *Tutor Support Library

ABSTRACT

The functional content unit on getting and keeping a job is part of a system developed for tutor training and support for adult literacy programs. A key component of the system is the Tutor Support Library, consisting of Instructional Concept Guides (designed as training and reference aids for tutors) and Functional Content Units (intended to help tutors combine reading skill instruction and support in the area of life-coping skills). The unit, which provides information and teaching ideas to help the tutor prepare students for successful job hunting contains: an introduction, a list of critical vocabulary terms, a detailed outline of information and suggestions to assist the tutor in organizing and keeping track of topics covered, and a description of materials related to the topic. A brief discussion describes the way reading skills can be developed through the functional content. A sample lesson combines reading skills and functional skills to demonstrate how tutoring might be approached. Other instructional ideas with references to teaching and resource materials appear at the end of the unit. The guide also includes a reference list (student materials and tutor references). (Author/MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED120461

RALSU

TUTOR SUPPORT LIBRARY

HELPING ADULT LITERACY STUDENTS TO GET AND KEEP A JOB

A Functional Content Unit

by

David Memory
Robert A. Palmatier
Marilyn Lamarre

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

Robert A. Palmatier

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

© 1975

Not to be reproduced without written permission

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Regional Adult Literacy Service Unit

A Right to Read Community Based Project

309 Aderhold Building
University of Georgia
Athens, Georgia
30602

CE 006757

THE FUNCTIONAL UNIT

Illiteracy is not an isolated problem facing adult Americans. More often, it is one of many problems confronting them. Their need to learn life-coping skills such as finding jobs, obtaining health services and avoiding credit pitfalls is very great. At first, these needs may be more important than their need to learn to read.

Meeting social and human needs is critical to the development of a trusting, student-oriented, tutoring relationship. Reading skills, however, should not be neglected. Many times, topics which interest students increase their enthusiasm and efforts in learning to read. Most often, life-coping skills information can be presented along with reading skills. They can be used as a source of material for practicing reading skills.

The Functional Content Units of the TUTOR SUPPORT LIBRARY are intended to help tutors combine reading skill instruction and support in the area of life-coping skills. The Units first summarize vital functional content information and vocabulary. A brief discussion follows and describes the way reading skills can be developed through the functional content. A sample lesson combines reading skills and functional skills to demonstrate how tutoring might be approached. Other instructional ideas with references to teaching and resource materials are included at the end of the Units.

CONTENTS

Introduction to the Unit 1

Vital Instructional Information 3

Learning and Teaching Vocabulary 3

Exploring Reasons for Job-Hunting 4

Orienting the Student for Job-Hunting 5

Developing a Reasonable Job Goal 7

Finding Job Openings 9

Writing Effectively When Applying for a Job . . . 11

Using a Job Interview to Advantage 16

Getting Adjusted to a New Job 20

Reading Skill Correlations 22

Sample Lesson Activities: Tutoring Session Lesson Plan . . 25

Ideas for Follow-Up Lesson Activities 29

Other Resources 30

References for the Student 30

References for the Tutor 31

HELPING ADULT LITERACY STUDENTS TO GET AND KEEP A JOB

Introduction to the Unit

Most people have few problems finding and keeping jobs. They can rely on well-developed job-seeking skills.

Many job-hunters have learned to be successful through trial and error. This method is not a reasonable one for literacy program students. Too few jobs of the type open to literacy students exist. Also, they often have experienced all the failure and emotional defeat they are able to handle. Thus, for many students the greatest need in a literacy program is for help in acquiring job-seeking skills.

The information and teaching ideas in this Unit should help a tutor prepare literacy students for successful job-hunting. The tutor should examine the material carefully and use it to guide his students in understanding what he needs to say, to write, and to do in order to get a job.

Some of the activities in this Unit involve reading as a secondary purpose. They are designed to prepare students for job-seeking, not simply reading. Employers usually know what they want when they plan to hire. The job-seeker should also know what he wants when he begins to look for work. The tutor provides an important service in helping students prepare themselves for job-hunting. Another bonus

is that students with jobs or with confidence in job-hunting are more likely to continue in a literacy program. A tutor is using his time to good advantage if his student is preparing for job-hunting and at the same time is learning reading skills. The ideas in this Unit do not guarantee quick success. But, if the tutor uses them as a basic structure for discussion and lesson activities, they can help students approach job opportunities with more confidence.

This Unit is most likely to produce results for students if it is used as a mini-course. The tutor should try to follow the suggestions and guidelines in order to determine what knowledge and attitudes students need for successful job-hunting. The tutor may find he needs to emphasize different ideas for individual students. This is why most suggestions for activities are open-ended. A list of words related to employment is provided. It should not replace any words individual students use in discussing employment. The outline of suggestions can help the tutor decide what to do when. It can also serve as a checklist to evaluate each student's preparation for job-hunting. To supplement the outline, references to other information sources are listed. Better readers and the tutor can benefit from them. Some examples are given of ways to teach vocabulary and how to use a language experience approach. "Help Wanted" ads are dealt with more thoroughly in a sample lesson. General suggestions are also made for balancing reading instruction with discussions related to job-seeking skills. A detailed reference list for students and tutors concludes the Unit.

Vital Instructional Information

I. Learning and Teaching Vocabulary

The tutor learns what vocabulary is most important to the student when they discuss activities involved in job-hunting. The tutor should be aware of the student's job preferences, his abilities, his education and work experience. The tutor should list words which the student will need to prepare a resume, to write letters of inquiry and application, and to complete application forms. Eventually, these words should be taught as sight words. The student needs to learn words related to a particular job in order to understand "Help Wanted" ads. These words should be taught and learned in that context. The tutor can record more general terms during his conversation with the student and can teach them as sight words later.

Some words related to getting and keeping a job are:

ability	dependable	inventory	qualifications
achievement	development	judgement	realistic
advancement	directory	motivation	recommendation
ambitious	efficiency	objective	reference
applicant	employee	occupation	reliable
application	employer	opening	requirement
appointment	employment	opportunity	resume
aptitude	evaluate	organization	salary
attitude	experience	performance	search
available	impression	persistence	supervision
background	information	personality	temporary
commission	initiative	personnel	training
company	intelligence	productive	vacation
confidence	interest	promotion	wages
cooperation	interview		

The tutor should not teach words in isolation. He should help the student learn words in terms of general ideas about finding and keeping jobs. The outline which follows will help the tutor to present both the vocabulary and the vital ideas about job-hunting his student needs.

II. Exploring Reasons for Job-Hunting

A. The student has left school or another job.

1. Encourage the student to begin job-hunting quickly. He should understand that a prospective employer will want an explanation for gaps in an applicant's employment record. He should also understand that inactivity often causes depression or bitterness, making job-hunting much more difficult.

2. Encourage the student to return to work with a positive attitude. He may be dissatisfied with many of the jobs available, but even more dissatisfied by the problems and consequences of unemployment.

B. The student has been laid off.

1. Encourage the student to evaluate his situation realistically. He should not be too confident about being called back.

2. Encourage the student to explore alternatives. He should have a positive attitude when he looks for a new job. He should be reminded that an employer thinks seriously before hiring someone who may be called back to his old job.

3. Encourage the student to be active, either in the job search or in other ways. Idleness caused by unemployment can cause feelings of depression and bitterness. These negative attitudes show and employers recognize them quickly.

C. The student would like a better job.

1. Encourage the student to stay with his present job unless he has very strong reasons for quitting. An unemployed person is often considered desperate and, therefore, unreliable. Rightly or wrongly, employers sometimes assume that unemployed

people deceive themselves and might try to deceive them as well. A person already employed usually has positive attitudes and is more likely to be able to prove he is qualified for a new job.

2. Encourage the student to try for promotion within the organization where he is now working. Extra effort, willingness, and ability to accept responsibility and educational advancement increase the chance of promotion. In fact, participation in literacy classes is a good approach.

3. Encourage the student to investigate job changes that would make better use of his present abilities. Usually, employers understand a person's desire to find a job which helps him advance. Simply wanting to get away from the present job is often considered a sign that the applicant would not be satisfied in any job.

III. Orienting the Student for Job-Hunting

A. Knowledge needed in the work world.

1. The student should be aware of what employers want from their organizations. He should understand that employers constantly look for ways to make operations run more smoothly and to increase profits. To accomplish this, they want to hire steady, cooperative, productive workers. These workers, in turn, make administrators' jobs easier.

2. The student should be aware of what happens during economic ups-and-downs, both locally and nationally. In economically difficult times, job openings are fewer and, often, not very

desirable. On the other hand, there are many more people job-hunting, and they are often better qualified than during economically good times. These circumstances should not keep applicants from job-hunting activities.

3. The student should be aware of what employers expect of employees. Especially during difficult times, employers want to know how an applicant's successful experience relates directly to the particular job for which he is being considered. They want to know what the applicant has done, not what he would like to do or thinks he could do. They also want evidence that an applicant wants to do what he would be expected to do in the new job. Employers need to believe that the applicant who has had a reasonable period of adjustment will work regularly and well. For this reason, an applicant should be able to show that he understands his obligations and knows what he will be able to do. In summary, employers must have good reason to believe that an applicant will do what will be expected of him. Any doubts about an individual's experience, motivation or ability are rarely overlooked when applicants who seem better qualified are available.

B. Attitudes needed in the work world.

1. The student should be prepared and able to explain the importance of steady, productive work in his life. An applicant who gives the impression that he would rather not work has probably lost any chance of being hired. Employers generally belive that individuals who feel they do not need work are difficult to supervise and, therefore, job risks.

2. The student should be prepared and able to explain his wish to improve his situation. Most companies function and are held together by the power of money. An applicant who gives the impression that money has no power over him is not likely to be considered seriously. If the applicant feels that he is not motivated by money, he should be able to explain what does motivate him about working.

3. The student should be prepared and able to give a convincing, well-developed idea of what he wants to do with his life. His motivation is as important as his ability and experience. Most employers consider a reasonable job goal an essential basis for motivation.

4. The student should be prepared and able to demonstrate his confidence in performing the job. If he is not certain he can do what will be expected of him, he has little reason to expect any confidence from the employer. The applicant should be secure enough to want the opportunity to prove himself.

IV. Developing a Reasonable Job Goal

A. Examining interests and abilities.

1. The student should list the things he would like to do or be willing to do for a living. He should think in terms of what he has actually experienced. He should remember that long-standing interests are often more dependable than recent ones.

2. The student should list the things he can do well, as shown by his experience and education. He should not limit his thoughts to obvious abilities. He should think of all the

things he has been successful at or praised for.

3. The student should list jobs he might be qualified and willing to do. The Occupational Outlook Handbook is very valuable for this task. "Help Wanted" ads are more limited, but they are another available source of information.

B. Examining advantages of possible job goals.

1. The student should investigate jobs in terms of present and future openings. The Occupational Outlook Handbook is the best source of this information. "Help Wanted" ads can provide a picture of parts of the current situation. In gathering this information, the individual is developing a realistic view of the world of work. Most employers are impressed with applicants who show knowledge in this area.

2. The student should try to discover what kind of job and educational advancement is possible for each alternative he considers. He can use this information to evaluate possible job objectives and to impress prospective employers with his knowledge and interest.

3. The student should prepare a reasonable plan for vocational development. If the economic situation or other circumstances lead him to choose a temporary job, he should have a good idea of how it will contribute to his later advancement. An applicant should be able to demonstrate that he knows what he is getting into, that he wants to advance, and that he has reasonable ideas about how to increase his chances for advancement.

C. Formulating feasible job goals.

1. The student should know why he wants a particular job. He

should be able and prepared to explain why the job attracts him. His explanations should relate to experiences, attitudes, concerns and interests an employer or interviewer would consider reasonable.

2. The student should know why he should be hired for a particular job. He should know what is good about his education, experience and personality. He should also recognize his weaknesses and limitations and develop realistic ideas about how to overcome them. Participation in a literacy program is a positive step.

V. Finding Job Openings

A. Important elements of a job search.

1. Urge the student to make the job search a full-time, organized effort if he is unemployed. People out of work can gradually lose the desire and energy necessary for success in job-hunting. It is important that the individual try to counteract this tendancy. Employers assume that active, energetic job-hunters make productive workers.

2. Urge the student to investigate as many firms and organizations as possible. A job-hunter increases his chance of offers when he increases his contacts. He also gains understanding and skill as a job-hunter.

3. Urge the student to use a wide variety of techniques. No one technique takes full advantage of all opportunities.

4. Urge the student to remain on guard when he has filed several applications or has sensed an employer is interested. Job-hunters

who find work most quickly are those who are most active in their search and who meet each opportunity energetically and enthusiastically. The applicant should remember that it does not pay to assume he has a job until he has been hired. If he is over-confident, he will find it even more difficult to try again.

5. Urge the student against giving up, even if he has failed with several employers. A good way to counteract this tendancy is to contact those employers again later. In fact, some firms do not even consider an applicant until he has shown an interest in work on several occasions.

B. Effectiveness of various techniques.

1. Suggest that the student let friends and relatives know he is job-hunting. More people get jobs as a result of leads from friends and relatives than by any other technique. A person should guard against the tendancy to isolate himself after being unemployed for a while.

2. Suggest that the student apply directly at company personnel offices and with several employers. This is the second most effective way of finding out about jobs. Contacting firms without advance information is evidence of energy and discipline --- strong points in an applicant's favor. This technique is particularly important during difficult economic times when many job openings are not advertised because employers would be swamped by applicants.

3. Suggest that the student use the services of the State Employment Office. Counselors who can offer leads and advice are

available there.

4. Suggest that the student use "Help Wanted" ads to get information about jobs for which there are fewer qualified or willing applicants. He should remember that many positions are not advertised in newspapers, so he should not limit himself to the leads found in them.

5. Suggest that the student use the Yellow Pages, industrial directories, unions, school placement offices and private employment agencies. After an individual has the names of local employers, he can call them for information about job openings. He can then work out convenient, economical plans for visiting the firms that offer the best possibilities.

VI. Writing Effectively When Applying for a Job

A. Characteristics of effective letters of application, resumes and completed application forms.

1. The applicant should be able to show he is qualified for a specific job. Employers use written information to eliminate applicants from further consideration. It is essential for the applicant to get across the important information about his qualifications as quickly and as clearly as possible. This means that he must have a good idea of what the job requires and what he has to offer.

2. The applicant's writing should be direct and concise. Personnel officers are busy and pass over letters and forms filled with unimportant information. The applicant should be encouraged to emphasize information about himself that pertains to

the job and to omit other information.

3. The applicant should write or type letters and forms neatly. This written information is often the first impression an employer gets about an applicant. The quality and neatness of his writing can demonstrate his desire for the job and his willingness to do good work as an employee.
4. The applicant should provide accurate information. Employers can discharge employees who give inaccurate or misleading information. The applicant should emphasize the things which indicate he would perform well in the job. Employers are not interested in applicants who dwell on their weaknesses and failures. An applicant's belief in his ability to perform a job is essential. Employers expect him to demonstrate that belief in everything he does.
5. The applicant should present his information in an organized way. If a prospective employer finds information scattered, he may distrust its accuracy. To avoid this, the student can prepare a personal data sheet to refer to when writing letters, preparing resumes and completing application forms.
6. The applicant should contact those he hopes to use as references. Often employers contact these individuals by phone. If they seem unprepared to give an evaluation, they can harm the applicant's chances for a job. The applicant should remember that many people hesitate to give recommendations for those who have not had the courtesy to contact them.

B. Guidelines for writing letters of application.

1. Suggest that the student use letters only if he cannot appear

in person. Appearing in a personnel office is better evidence of his interest than a letter.

2. Suggest that the student have someone proof-read and type his letters, if necessary. These letters of application are often used to screen applicants. When they are required, they should be well-prepared.
3. Suggest that the student let the employer know quickly why he wants the job and why he is qualified. Employers do not like to have their time wasted. They like to see applicants who can get to the important points quickly.
4. Suggest that the student ask for an interview. He should want to present his qualifications in person. Eager, confident applicants are very believable.

C. Guidelines for preparing resumes.

1. The student should send a resume with his letter of application. If the letter has interested the employer, he will want further information. If it is available as a resume, he will probably read it.
2. The student should design the resume to sell himself as a good employee. It should be carefully prepared in order to create further interest.
3. The student should provide the following information in this general order:
   a. Occupational objectives
   b. Experience highlights
      1) Name and location of employers
      2) Title of position

3) Supervisor's name

4) Length of employment

5) Description of duties with emphasis on those related to the job applied for

c. Education

1) Name and location of schools

2) Dates of attendance

3) Date of graduation

4) Curriculum or program with emphasis on courses related to the job applied for

5) Outside activities with emphasis on those related to the job applied for or those which show favorable characteristics

d. References

e. Personal data

1) Name

2) Address

3) Social Security number

4) Phone number

5) Height and weight

6) Physical condition or health

C. Guidelines for completing application forms.

1. Urge the student to follow instructions carefully. Most application forms indicate that all questions must be answered. Incorrectly or incompletely prepared forms are often considered evidence that the applicant would be a careless worker.

2. Urge the student to be accurate and honest in providing

information. Some information is checked out further. It is usually easier and safer to deal with such things as police and credit records to begin with than to let employers discover unfavorable information on their own. This does not mean the applicant should volunteer such information, but he should not put himself in the position of being considered dishonest. Even minor inconsistencies can create doubts and lead to more serious questions resulting in failure to get the job.

D. Guidelines for taking vocational tests.

1. The student should not worry about his intelligence when he is asked to take a test. Jobs often demand much less intelligence than the people who perform them can demonstrate. Most employers recognize this fact. They are mainly interested in what job skills an individual has actually shown in his work experience. If an applicant can show that he can and wants to do what the job requires, he has no reason to worry about how well he performs on tests.
2. The student should take tests seriously, if they are required. Employers who give them do so for a purpose. If an applicant seems unwilling to put forth effort in a testing situation, his intentions may be questioned.
3. The student should follow all directions carefully. Not following directions is the easiest way to do poorly on a test. One way to raise doubts in an employer's mind is by not following directions. Employers expect employees to ask question. They consider it very bad for employees to act before they understand

what to do.

4. The student should not allow himself to get hung up on any one activity or item in a test. Most tests are timed. Thinking and rethinking any one item can lower scores.
5. The student should prepare ahead for tests. Even if he does not learn much information from the experience, he may build his confidence and be more relaxed when he actually takes the test. He can prepare for many mechanical tests and tests of specific knowledge.

VII. Using a Job Interview to Advantage

A. Preparing for an interview.

1. The job-hunter should know as much as possible about the available job. He should be prepared to speak clearly about his goals and about his qualifications. Most interviewers expect this of applicants. One way to get this information is by talking with employees at the firm where one is applying. They can often even tell the person something about the interviewer. Whatever the job is, the applicant can be sure that he will have to meet certain requirements if he is hired. He will have to take supervision, get along with his fellow workers, do good work steadily and productively. He will have to be punctual and regular in going to work. He will have to keep his outside problems in hand. The student should remember that it pays to have thought about ways to demonstrate that he can meet these requirements.

2. The job-hunter should know as much as possible about the firm or organization where he is applying. He can show his interest by trying to learn about its policies and practices. An applicant can often acquire much of this information from long-term employees. His interest can impress the employer and also give the applicant a realistic view of the job he is considering.

3. The job-hunter should know what he has written in his letter of application, his resume and his application form. If an applicant contradicts himself in an interview, he can create suspicion and distrust.

4. The job-hunter should be able to talk about his limitations and weaknesses. It is even more important that he can show how he hopes to overcome them. Employers like to see an applicant demonstrate a realistic and confident evaluation of himself and his goals.

5. The job-hunter should be optimistic and relaxed for the interview. Some nervousness is expected but he should try to appear confident and interested. The interviewer wants to see someone he would like to work with.

6. The job-hunter should be neatly dressed and well-groomed. The way a person cares for himself is often used to judge qualities like commitment and concern which will be needed in a job. Also, employers must be concerned with health and safety hazards which often are related to clothing and careful work procedures.

7. The Job-hunter should be prepared to answer questions such as:
   a. Why did you leave your last job?
   b. How do you plan to get to work?
   c. Why do you think you want to work here?
   d. How well do you get along with others?
   e. What obligations do you have at home?
8. The job-hunter should be prepared to ask questions. He has the right and the obligation to make certain he wants to work for a specific employer and organization.
9. The applicant should be aware of his rights as a wage-earner. He should know the minimum wage he can expect.
10. The applicant should be prepared to accept an offer if it is made. He does not want to appear indecisive. Employers do not need to and cannot afford to wait on an applicant who hesitates. It costs money to replace a person who quits after a few days.

B. Effective conduct in an interview.
   1. It is important to be on time for the interview. The applicant should understand that employers fire employees for repeated tardiness. Tardiness is a major reason for dismissal.
   2. It is important to greet the interviewer cheerfully and courteously. The applicant should stand until he is invited to sit and should not smoke without permission. He should remember it is unwise to be too casual.
   3. It is important to listen carefully, to give direct, complete answers to questions. It helps to look directly at the interviewer. This demonstrates self-confidence. Throughout the

interview the applicant should try to be alert and confident. He wants to show that he is concerned about his own interests but knows his interests must blend with those of the organization that employs him.

4. The applicant should not be too relaxed or over-confident. A good interviewer is trained to expose an applicant's weaknesses. He will note everything which indicates the applicant would be a poor job risk.

5. The applicant should try to question the interviewer without being rude. A good interviewer will try to evaluate the applicant before revealing too much about the nature of the job to be filled. If the applicant does not know what positions are available, he should leave himself open to adjust to what the interviewer says.

6. The applicant should not blame previous employers or others for his past problems. It is best to admit shortcomings if they are obvious. The applicant should deal with them as they come up in the interview. He need not volunteer information. He should avoid blaming or finding fault with others, since this would likely be considered evidence that he would do the same on a new job.

7. The applicant should not try to use pull, even if his situation is special. Rightly or wrongly, supervisors believe these individuals are hard to control.

8. The applicant should not discuss his problems in trying to find work. It may make the interviewer feel he should try to

discover what made other employers reject the applicant.

9. The applicant should leave the interview cheerfully and confidently. He should be satisfied that he has presented his case well. Interviewers do not like to see an applicant seeming to wait or beg for mercy. They are impressed with the individual who is confident in his qualifications and in the good judgement of the interviewer.

C. Follow-through procedures after interviews.

1. Suggest that the applicant write a short note of appreciation to the interviewer. This is the best way for the applicant to remind the interviewer of his interest without seeming over-eager.

2. Suggest that the applicant consider returning to talk with an understanding interviewer, if he has failed repeatedly in applying for a certain kind of job. Many interviewers are willing to give advice to applicants who have not done a good job of selling themselves. Sometimes an applicant does not understand what kind of impression he is giving employers, and impressions count a great deal.

VIII. Getting Adjusted to a New Job

A. Making good use of the first few days.

1. The employee should accept supervision and follow directions carefully. After his reliability has been proven, he can often question and even resist orders. Until then, he should try to follow instructions and orders exactly.

2. The employee should listen to, watch and ask questions of

supervisors and respected senior employees. In this way, he shows that he wants to learn and does learn what is most important about the job.

3. The employee should follow company rules concerning tardiness, absences, safety, job production and quality control, and personal health standards. These are essential requirements. Only after the employee has established his reputation can he ask for special consideration and challenge regulations.
4. The employee should expect and accept some dirty work as a new employee. If he shows he is willing to work his way up from the bottom, he earns the respect of his fellow workers and has a better chance for promotion. Also, when he is promoted, he will get more cooperation from the people who work with him.
5. The employee should accept the practical jokes often played on new workers. A sense of humor is very important on the job. If the employee responds calmly and cheerfully, he proves he is flexible and adaptable.

B. Laying a foundation for advancement.

1. The employee should expect rewards for hard work but must be prepared to work hard for them. Employers do not rely on or trust complainers and self-sacrificers. Most jobs require cooperation. If an employee fails to do his share of the work, he will lose the support of his fellow workers and his supervisors.
2. The employee should cooperate with his fellow workers. In unions this is the basis of workers' power. In other situations

it is the basis for advancement.

3. The employee should be pleasant. Rudeness and antagonism may be tolerated, but they are not overlooked.
4. The employee should try to upgrade his knowledge and his skills. If he shows he is trying to improve, he is likely to be rewarded.

Reading Skill Correlations

Teaching life-coping skills is a challenging assignment. The tutor will need to use a language experience approach with students who read below the third reader level. He will need to use words and patterns these students can handle. In working with students who have moved beyond that level, the tutor can use some of the materials described below and in the resource list. They will help him reinforce discussions based on suggestions and guidelines presented in this Unit. The tutor should remember that for students at all reading levels activities are more important than discussions. He should help the student practice job-seeking skills. Suggestions for these activities can be found in several of the books mentioned below. One very helpful one is role playing: the tutor is the interviewer; the student is the applicant. The student will learn a great deal if the role playing resembles a real interview. As the student develops confidence and skill, he can deal with a variety of job objectives. Later, the tutor can help him practice ways of presenting and defending his ideas. Tasks such as reading "Help Wanted" ads, writing letters of

application and resumes, and completing application forms require more direct use of reading skills. They can easily be the bases for reading instruction at a wide range of levels.

There are several ways a tutor can build a variety of reading skills into work with critical vocabulary. After he has identified a group of employment-related words the student needs to learn, he can examine them to see how well-suited they are for teaching vocabulary generalizations. For instance, there may be words in the list which demonstrate a common vocabulary principle a student needs to learn. For example, achievement, advancement, appointment, development, employment, judgement, and requirement all contain the suffix -ment. The tutor may use these words to teach the meaning of that suffix and the type of word it identifies. This would help the student learn how to find base words in such nouns, how to identify those simpler words and how to determine the meanings of the more complex ones. The tutor could also use employer and employee to explain the uses of -er and -ee. With other words, other generalizations could be taught.

Most students can easily provide material for language experience stories or articles on the topic of getting and keeping a job. These stories can serve as a format for instruction. They can also help the tutor learn about the interests and needs of the student. After the tutor has decided how to handle the topic, he can begin to use more structured articles. For instance, a student who does not know much about the world of work or who does not have marketable skills could use the Occupational Outlook Handbook to help. The student could suggest several jobs that might suit him in terms of both skill and interest. The tutor could then read aloud the section in the

Handbook relating to one of those jobs. Next the student would explain what he considered important in the section, and the tutor would write down what the student said. This student-dictated article could then serve as a medium for further instruction in reading skills. When the student has mastered it, it could serve as a reference. Another source of language experience articles could be discussion between the tutor and student about ways of getting a job. After several suggestions and guidelines were discussed, the student would state the important points. These comments could then be treated as a language experience article for both instruction and reference.

These language experience articles should provide material for the introduction or reinforcement of a variety of skills related to the student's reading level and needs. "Help Wanted" ads provide ideal material for teaching skimming to more advanced students. The tutor can use letters of application to teach the writing of business letters. If test-taking skills are needed, the tutor could teach the comprehension skills the student would need for understanding test questions.

The tutor can find a great deal of material on the topic of employment. New Readers Press has a unit in its Be Informed Series entitled "Finding a Job" which is written at the 3.4 grade level. The World of Work is written on the 4th to 5th grade level. Occupations and Occupations 2 are at the 3rd to 4th grade level. Steck-Vaughn deals with related topics at the 4th to 6th grade level in several books in its Family Development Series. Also available is How to Get a Job and Keep It. The most helpful material, published by Follett, is the Turner Career Guidance Series written at the 5th to 6th grade

level. The RALSU Functional Content Unit: How to Fill Out a Job Application" can also be put to good use here. The tutor can find additional resources in the list at the end of this Unit.

Sample Lesson Activities

One skill which students at all levels can develop and improve is that of effectively examining "Help Wanted" ads. What follows is a description of a possible lesson on this skill for use with beginning readers who have mastered the alphabet and are developing a basic sight vocabulary and basic word recognition skills. An example of a tutoring session lesson plan is included.

To meet the needs of an individual student most quickly, the tutor would want to build lessons around the student's actual job objective. If the student were interested in work related to auto mechanics, for example, he could learn how to examine "Help Wanted" ads for such openings from this sample lesson. The activities are built around the format used in the Atlanta Journal and the Constitution. The student would be encouraged to use other sources of information as well. Most importantly, though, he should be able to scan newspaper ads quickly for opportunities worth investigating.

As in any other session, the tutor would first check on any sight words, word patterns and vocabulary the student studied during the previous lesson. The tutor would also ask if the student had thought of any other important points related to the discussion of the previous session. The tutor wants to be sure that the lessons are meeting actual needs of his student and that his student is aware of their

value. The tutor knows that his student is more likely to stay in a literacy program which he believes is meeting his needs.

It is assumed that during an earlier meeting the student stated his job objective and expressed a desire to learn how to read "Help Wanted" ads. The tutor then has had a chance to identify words and abbreviations the student will need to recognize. If this has not been possible, the tutor can search the classified ads for important terms during the session.

Hopefully, the discussion of employment has reached the topic of finding a job opening. After a brief review of the previous lesson, the tutor could ask the student which techniques he considers most effective for the job search. This question could lead into a discussion of the advantages of various techniques described earlier in this Unit and discussed in related books. The tutor should conduct this discussion before work begins on "Help Wanted" ads to insure that the student understands they are not the only or best source of information about job openings. However, there might not be time to complete both a general discussion and a specific lesson on "Help Wanted" ads during one session. The important thing is that, before this specific lesson is reached, the student should have had a chance to consider a variety of techniques for finding openings. If there is time for a general discussion, it might be used to produce an experience article. When the student has reached some conclusions about how to use his search time most effectively, he could be asked to dictate his ideas. After he has read the article several times, it could be set aside until later in the lesson.

At this time the tutor would open a local newspaper. He would

Tutoring Session Lesson Plan: Examining "Help Wanted" Ads

Goals	Materials and Resources	Procedures and Evaluation
To reinforce learning begun during preceding lesson.	List of words introduced during preceding lesson.	Have the student say these words and use each one orally in a sentence.
To express concerns and interests related to previous lesson on employment.		Ask the student if he has thought of important points not brought out during previous lessons on employment.
To recognize that "Help Wanted" ads are neither the only nor the best source of information about job openings.	Suggestions offered in this Unit or in any of the student's references on finding a job.	During this session, discuss the techniques of finding job openings only if this topic has not already been covered. Make sure that the student recognizes the advantages and disadvantages of "Help Wanted" ads in comparison to other sources of information.
To understand how to use "Help Wanted" ads effectively.	Sample 'Help Wanted" section to illustrate differ[illegible] types of employment ads.	Point out that the Sunday edition is especially important and that the job-hunter must start his daily search soon after the daily edition is on the stands.
To find "Help Wanted" ads in the local newspapers.	Current copies of local newspapers.	Show the student where to find the "Help Wanted" ads. Point out the heading "Help Wanted." Have the student find the ads in a second paper.
To locate the ads for jobs of interest.	Note cards.	Find out what jobs interest the student. Search the ads for job titles that might relate to the student's interests. Write each title on a card and put an identifying sentence or picture on the back.

Goals	Materials and Resources	Procedures and Evaluation
To recognize abbreviations commonly used in "Help Wanted" ads.	List of abbreviations commonly used in "Help Wanted" ads.	Show the student abbreviations used in several ads. Identify the ones found in ads which interest him. Make a list of these and other abbreviations the student should be able to recognize. Have him match the correct words with a list of abbreviations. Prepare reference cards for the student with abbreviations which give him trouble.
To understand essential information in ads which interest the student.	"Help Wanted" ads from local newspaper.	Read to the student those ads which interest him in the papers brought to the session. Have him try to read each one after it has been read to him. Identify words he has trouble with. Teach those words as sight words. Have him try to read these ads again
To understand how to use "Help Wanted" ads.	"Help Wanted" section from local newspaper.	Point out that the student should mark or cut out ads which interest him. Point out that company names, addresses, phone numbers and the names of persons to contact should be noted carefully. Remind the student that his main objective in following through is to get an interview.
To be prepared to demonstrate skill in examining "Help Wanted" ads.	Classified advertising section from a newspaper.	Tell the student to bring to future sessions any ads of interest that he finds in the local papers. He can use his reference cards of job titles to locate the ads. Tell him he will be helped to read the ads. Tell him he will be expected to learn some of the words and abbreviations introduced in this lesson.

point out that a job-hunter should not miss the Sunday "Help Wanted" ads. He should urge the student to buy and examine the paper as soon as possible after it has reached the stands. For a beginning reader the tutor would locate the classified ads section. He would point out the column heading "Help Wanted." He would skim the ads for openings the student might qualify for and be interested in. For instance, he would find several job titles beginning with the word auto. Others would be found under mechanic and service station attendant. For reference during the session and later on, the related ads could be cut out of the paper. After identifying each job title that might interest the student, the tutor should make a card for each of the titles. These cards can be used for reference and study. The title should be printed on one side and an identifying sentence or picture should be put on the other side. Whatever best serves to remind the student what each title is should be placed on the card. In this way, the student can check and reinforce his recognition of these terms. In fact, he might look for pictures in magazines which he could cut out and paste on the cards.

The student would also need to learn to interpret the abbreviations commonly found in these ads. By examining them, a list similar to the following would be produced:

sal. - salary	pref. - preferred	ave. - avenue
comm. - commission	hrs. - hours	rd. - road
exp. - experience	mo. - month	st. - street
asst. - assistant	wk. - week	temp. - temporary
refs. - references	a.m. - morning	req. - required
appt. - appointment	p.m. - evening	nec. - necessary
oppty. - opportunity	dept. - department	

The tutor could prepare a matching exercise to drill the student on these abbreviations and the words they represent. Once again he might

prepare reference cards for the words and abbreviations that the student has difficulty with but needs to know in order to understand the ads. After reading several ads to the student, the tutor could let the student try to read them aloud himself. He would again prepare reference cards for important words which are difficult for the student.

Then the tutor and student would discuss the steps the student should take to pursue interesting opportunities. The tutor would point out that the selected ads should be kept for use during the follow-up calls and interviews. Addresses, phone numbers, company names and the names of individuals to contact should be available for easy reference. As mentioned earlier, the student's first objective should be to get interviews. The tutor could ask him to look at other editions of the newspaper and to cut out interesting ads for future sessions. The tutor would use them for oral reading exercises. He would then be able to assess the student's knowledge of important titles, words and abbreviations. Before he assigned this exercise, the tutor would make sure the student could locate "Help Wanted" ads and recognize related job titles. It is the most important task of the first session. In other meetings, the tutor could deal with the interpretation of the ads more intensively in order to reinforce learning begun during the first session.

Finally, if time permits and if an article was dictated earlier on techniques of the job search, the tutor could use it for brief instruction in a word pattern generalization.

Ideas for Follow-Up Lesson Activities

I. Content

Not all students will be interested in studying about getting and keeping a job. Each one who does will probably choose to concentrate on a different area. The student who is currently out of work or who wants to change jobs will probably want to cover the topic thoroughly. For him the tutor should try to include a variety of activities in every session. The tutor would probably use an experience article in most sessions in order to record ideas offered by the student about his own experiences or about suggestions and guidelines discussed during the meeting. The tutor would teach several sight words each session. He would try to include word patterns when possible. He would generally follow the order of the suggestions and guidelines presented in this Unit. Most importantly, he would introduce tasks and skills the student needs to master as soon as possible so that he could reinforce them. For instance, he would introduce the lesson on "Help Wanted" ads very early in the sequence. If possible, he would deal with letters of application in the next meeting. If the student needs to learn to write a resume, he should be prepared soon after. Completing application forms would follow. The tutor could include discussions on choosing a job goal with these more structured activities. Later, he would introduce discussions on interviews to provide a change of pace. Finally, the tutor and the student would talk about ways to keep a job. Most importantly, the tutor would teach sight words, vocabulary and word pattern activities in each lesson both to introduce information and to reinforce learning.

II. Materials

For students already reading at the 5th to 6th grade level, the Turner Career Guidance Series and two books from Steck-Vaughn, A Job For You and They Work and Serve, could provide related reading selections. Although the Turner material is designed for high school students, it does include vocabulary and comprehension exercises. Occupations and Occupations 2 can be used by students reading on the 3rd to 4th grade level who want information about various job fields.

Most of the books written for the general public on the topic of getting a job deal with positions suitable for college graduates. They are not particularly helpful for individuals enrolled in a literacy program. Nevertheless, it is helpful if the tutor have available a book such as Richard Payne's How to Get a Better Job Quicker. If a student is interested in jobs requiring a resume the tutor should have a copy of Jacob Biegeleisen's Job Resumes as a reference.

Other Resources

I. References for the Student

1. Baygell, Miriam and Ackerman, Anne. All in a Day's Work. New York: Globe Book Company, 1974. (A story approach to jobs, written at the 2nd to 4th grade level)

2. Blakely, Caroline, ed. Occupations and Occupations 2. Syracuse: New Readers Press, 1972. (Two books of job descriptions adapted from Occupational Outlook Handbook)

3. Dubnick, Phyllis. A Job for You. Austin, Texas: Steck-Vaughn Company, 1967. (An informal discussion of related topics, written at the 5th to 6th grade level)

4. "Finding a Job," Be Informed Series. Syracuse: New Readers Press, 1968. (A fairly comprehensive summary of the topic, together with vocabulary and comprehension exercises, written on the 3rd to 4th grade level)

5. Globe, Dorothy. How to Get a Job and Keep It. Austin, Texas: Steck-Vaughn Company, 1969. (A thorough summary of this topic, written at the 5th to 6th grade level)

6. Goultry, M. Forms in Your Future. New York: Globe Book Company, 1973. (A series of lessons on completing forms, including the Social Security Number application, two job applications, the Employee's Withholding Exemption Certificate and a Union membership application)

7. Holloway, Ruth and Stowe, Elaine. Hello World! Series. Chicago: Field Publishing Company, 1973. (A series covering 9 occupational areas, written at the 5.5 grade level)

8. Knott, Bill. They Work and Serve. Austin, Texas: Steck-Vaughn, 1967. (A story approach to several types of jobs, written at the 4th to 5th grade level)

9. Koschnick, Kay, ed. The World of Work. Syracuse: New Readers Press, 1969. (A series of articles on employment-related topics, written at the 4th to 5th grade level)

10. Turner, Richard. Turner Career Guidance Series. Chicago: Follett Publishing Company, 1968. (A series of workbooks written on the 5th to 6th grade level)

11. Udvari, Stephen. Working With Others and Where to Go, Who to See, What to Do. Austin, Texas: Steck-Vaughn, 1974. (Two books in the Family Development Series, the first of which is a thorough summary of this topic, written at the 4th to 6th grade level)

II. References for the Tutor

1. Biegeleisen, Jacob. Job Resumes. New York: Grosset and Dunlap, 1969. (A guide to the preparation of resumes, available in paperback)

2. Occupational Outlook Handbook. Washington, D. C.: Government Printing Office. (A comprehensive summary of information about major occupational fields)

3. Payne, Richard. How to Get a Better Job Quicker. New York: New American Library, 1972. (A standard guide to job-hunting, available in paperback)